

JAPAN CHRISTIAN ACTIVITY NEWS

Chairman

Tsunetaro Miyakoda

*Published by the Commission on Public Relations
of the National Christian Council of Japan*

Editors:

Kaname Tsukahara

(Mrs.) Mary W. Meynardie

CABLE CODE: JAPACONCIL, ADDRESS: CHRISTIAN CENTER, 24-CHOME GINZA, TOKYO, JAPAN

Subscription Rates: Japan ¥700; Foreign (Sea mail) \$2.00; (Air mail) \$3.50.

No. 138

January 15, 1959

| <u>In These Pages</u> | <u>Page</u> |
|---|-------------|
| Three International Social Work Conferences Held in Japan . . . | 1 |
| International Study Conference on Child Welfare | 11 |
| Ninth International Congress of Schools of Social Work. | 19 |

THREE INTERNATIONAL SOCIAL WORK CONFERENCES HELD IN JAPAN

Tokyo was thronged by delegates to three successive international conferences during the two-week period ending on December 6th. The International Study Conference on Child Welfare opened with addresses of welcome by H. I. H. Prince Takamatsu and Prime Minister Kishi of Japan on November 23rd, and continued until November 27th. It was followed by the Ninth International Congress of Schools of Social Work until November 29th. The Ninth International Conference of Social Work opened on November 30th with an address by H. I. H. Crown Prince Akihito and continued until December 6th. Sessions, meetings and exhibitions occupied extensive space in both the Sankei and Sangyo Buildings. Deliberations were interspersed with social functions and entertainments arranged by the hospitable and efficient Japanese organizing groups, respectively the Children's Bureau of the Japanese Government's Ministry of Health and Welfare, the Japanese Association of Schools of Social Work, and the Japanese National Committee of the International Conference of Social Work.

The Ninth International Conference of Social Work

A "working party" under the chairmanship of Mr. Melvin Glasser, U.S.A., with members from India, Austria, Burma, Canada, France, Germany, Hong Kong, Israel, Japan, Malaya, Philippines, United Kingdom, United States of America, Venezuela and Yugoslavia met in Osaka for four days preceding the ICSW, and was joined by ICSW President George Davidson of Canada in summarizing its deliberations. The Working Party's establishment was the first time an effort had been made by the ICSW to obtain advance indication by a select group of the dimensions of the problems implicit in the conference theme, and to provide

Q

no. 138-199
1959-61

454206

a "frame of reference in relation to which the collective thought of the Conference might proceed to the greatest advantage of its members and of their respective countries."

The background for the ICSW Permanent Committee's choice of the theme, "Mobilizing resources for social needs," was summarized by the working party as follows:

"Many of the delegates would be drawn from countries where the general standards of living are low and where the limited available resources for meeting basic social needs required the most skilled direction in the interests both of immediate and of long-term social development. It is a matter of urgency in all countries, but especially in these countries, that those engaged in the practice of social work should play their just and proper part in the formulation of social policies and in shaping plans to give effect to them. Decisions in these matters belong to the province of governments and involve many kinds of interests--political, economic, social, and cultural. Nevertheless, social workers are, or should be, in a unique position to contribute at the vital stages of discussion. They speak from intimate experience with the problems of the people they serve.

.

"The social worker's contribution to the effective mobilization of resources should therefore be positive, constructive, and dynamic....There is general agreement that social work is basically concerned with the well-being of human society as a whole....In defining social needs and in selecting the targets for attack, which of necessity will vary from country to country, it is hoped that the Conference will bear in mind this basic concept of social work as a constructive and creative activity for the well-being of the community as a whole....In making their contribution to the more effective mobilization of resources, social workers are guided by the basic principle which underlies all social work --that services would not be conceived or conducted in isolation from one another, but in a full sense of the interdependent character of all truly constructive social effort, which by its nature is directed to the enhancement of human personality and the all-round development of human capacities."

In its statement, the pre-conference working party indicated problems which the four Commissions should consider during ICSW, and the reports from India, Japan, Yugoslavia and Chile dealt with various aspects of the central theme, Gunnar Myrdal, eminent Scandinavian economist, highlighted these and other aspects of the theme during his address on "Social Needs in Underdeveloped Countries and Their Resources to Meet Them." Myrdal confined his remarks to the non-Soviet countries, and noted that "any grouping of countries according to real national income per head gives the result that there are two fairly distinct economic classes of nations: one small upper class group which are comparatively very well off, and one much larger lower class group which are very poor.....There is also a much smaller middle class group of nations." Among the "rich countries," Myrdal classed the countries of North America, Australia, and Northwestern and Central

Europe whose combined populations together make up "only something a little more than one-sixth of the total world population outside the Soviet orbit." He defined the "poor" or "underdeveloped" countries as

.....all the rest, except the few scattered middle class countries: a few in Latin America; in Asia only Japan and, perhaps, Israel; and those countries in Southern Europe which are not plainly underdeveloped.....From one point of view an underdeveloped country can be characterized as a country where social needs are immensely much larger, while its resources to meet them are very much smaller, than in the rich countries.

Myrdal clarified a popular misconception arising from the fact that full consideration is not always given to the differences in initial situation facing countries which are now developed, as compared with those which are underdeveloped.

The average levels of income are very much lower in the underdeveloped countries to start with, often only a third of what they were in the now developed countries, when once they started out, 100 or 200 years ago. The now developed countries had in their time available an international capital market, where lenders were competing to provide them with capital disposal at comparatively very low rates of interest. The population growth had not in advance accumulated to such a tremendous pressure as in some of the densely populated underdeveloped countries which account for the largest number of people living in such countries; and the population prospects were less dynamic and sinister than they now are in underdeveloped countries under the influence of the explosive advance of medical science. The mere magnitude of the development problem of the underdeveloped countries today is also totally different. The now highly developed countries had small populations....They could rise as small islands in a large ocean of underdeveloped regions and peoples, could exploit them as sources of raw materials and market for cheap industrial goods, and could for this purpose even keep them under colonial domination. Now it is instead this whole "outside" world which is rising and craving for economic development and a more equal share.

In its deliberations, Commission I proceeded to deal with "Co-relation of Economic and Social Development Policies," with a background of statements of priority problems by Myrdal and Prof. Hla Myint of Burma and Oxford. Myrdal referred to the "basic financial dilemma in underdeveloped countries, which has its roots in their great poverty. The major part of consumption in under-developed countries is simply eating food, and a large part of the people in underdeveloped countries is undernourished. They work less and are less efficient for this reason." On the subject of priorities, Myrdal continued by stating that

The fact that a better nourished, better educated and healthier people is in itself an important part of the broader goals for development planning should rationally carry the implication that, in allocating available resources, investments in improving the living and working conditions for the mass of people should even be given a certain preference coefficient. The public policies representing

such investments in personal capital should be pursued a step further than a calculation of merely their effects on productivity would warrant. But I am convinced that already for purely productivity reasons, if those were rationally estimated, particularly policies for spreading elementary education and improving sanitary conditions in the villages and city slums, should be afforded a considerably greater part of the available resources than at present they have at their disposal in most of the underdeveloped countries.

Prof. Hla Myint similarly raised the problem of the extent to which an extra expenditure on investment in material capital is more productive than the same amount of expenditure spent on basic social items such as health and education which contribute to the formation of "human capital". In his paper, he noted that,

.....as Prof. Rostow has suggested, before countries can take-off successfully into continuous economic development, they have to pass through a long period during which the necessary preconditions for this are established. Now a part of the preconditions may depend on the historical circumstances, and those deeper social factors which may be only indirectly connected with government social expenditure. But, given that the problem of many of the underdeveloped countries is to shorten this preparatory phase necessary for economic development as much as possible, basic expenditure on health and education emerges as the key to the problem. It is in fact a pre-condition to economic development.It does not need a great knowledge of economics to see that the underdeveloped countries cannot hope to enjoy the welfare state on the model of the advanced western countries without first going through a period of deprivation and capital accumulation which alone can give the necessary increase in productivity on which modern welfare states are founded.....While I believe that basic expenditure on Health and Education is likely to be very productive in many underdeveloped countries, the same cannot be said for redistributive or ameliorative expenditure under the heading of Social Security. Thus, although I am painfully aware of the special social needs of the underdeveloped countries in rapid social transition, I still feel that this type of expenditure must occupy a low priority in most underdeveloped countries for quite a long time to come.....

Capital-output ratios in underdeveloped countries tend to be higher than need to be because of the low level of the skill and health of labour. For instance, if machines are badly handled, unskillfully used and inadequately maintained, you would use up a greater amount of machinery to produce a given output than with a more skilled handling of the machines. Similarly, if there is frequent interruption of work and absenteeism due to ill health and low stamina of the labour force, it will be difficult to organise work to make the maximum use of machinery and this will again raise the capital-output ratio. The very fact of scarcity and high cost of skilled technicians may frequently oblige the underdeveloped countries to substitute capital for skilled labourThus expenditure on health and education can lead to considerable economies of capital in the underdeveloped countries.

Commission I, which included representatives from ten countries and was chaired by M. Pierre Laroque of France, commented as follows concerning priorities:

There must be a recognition of the reality of scarce resources, which may be more acute for some countries than others, but all must acknowledge it. It was agreed that the lower the level of development, the more difficult it is to separate the two areas. A certain minimum level of health, housing, nutrition and education is a necessary condition of any economic advancement.....It must not be forgotten that the ultimate aim of all economic development is the improvement of the levels of living of individuals and families.....Measures that improve the conditions of the masses are to be preferred in principle to those for special groups of sections.

The Commission felt that no universally applicable principles could be laid down on the question of priorities between groups, except that it was felt that the young should have priority over the old, and that consideration might have to be given to the needs of the working population on whose productivity the feasibility of meeting all economic and social needs depends, and to the special needs of women. It was recommended that

The countries would make greater progress with their problems if they would give consideration to the following:

- a. The vital importance of long-range planning, due regard being had to the necessity for flexibility in the light of experience and changing circumstances.
- b. Devoting more attention to the necessity for economy in the provision of services, existing and potential. In particular, it is believed that they should give more attention to the organizational structure and sponsorship for the provision of services, to the undesirable practice of introducing services without providing adequate funds to enable them to achieve their objectives, and to countenancing a scattering of resources by dispersal of funds among a large number of inadequately financed undertakings.
- c. Development of more sensitivity to the preventive and constructive aspects of the different types of social services.
- d. Providing the opportunity for the supporters of the disadvantaged to have a greater voice in the determination of policy.
- e. Persuading groups within the population to subordinate their own immediate and special interests to the welfare of the total community.
- f. Recognizing the importance of co-ordinating services at the local level (through community councils and other appropriate local organizations) and securing the participation of local populations in formulating and implementing social policies.

- g. Taking a broader and more imaginative view of available resources. In many countries there is a vast reservoir of underemployed labour, where the problem is to motivate it to action and to devise ways of using it productively even though material resources are limited.....

Throughout its sessions the Commission recognized that social workers in themselves constitute a resource for community mobilization, the full potential of which has not yet been fully recognized. Skilled social workers should help people to improve their social functioning and plan with them rather than for them. They also have a responsibility to build a relationship with leaders in the community so that social workers may have a greater impact on social policy.

II. Leadership for Social Policy

The pre-conference working party noted that the strategic positions in social policy are related to four aspects of the decision-making process which were stated as follows:

- a. Preparing for the decision by fact-finding, and working out the alternatives and their implications;
- b. Convincing the community at large of the urgency of the needs as revealed and of the necessity of taking appropriate action to meet them;
- c. Deciding; and
- d. Implementing the decisions by setting up appropriate organizations and establishing services.

Commission II, which took up the question of leadership, announced in its report that, Within the national setting, leadership should manifest itself at every level of the community: local, provincial and national. In addition, as pointed out by the pre-conference working party, there are many groups able to give leadership such as government officials, social workers, religious groups, labour unions, the teaching profession, directors of mass communication media and others. Some countries encounter difficulties in finding and developing leadership on the local level due to cultural patterns and the lack of general education.

The group agreed that the following qualities are essential for a leader:

1. Commitment to serve his fellowmen, which implies a deep sense of respect for the dignity of the individual and his right for self-determination.
2. A sense of priority and the knowledge of which things in his community should be done first and how the task should be accomplished.
3. The ability to learn from others and to co-operate with them.
4. A sense that leadership in our modern world requires the ability to awaken man to the acceptance of personal responsibility.

Although leadership cannot be taught, it can be cultivated. There was general agreement that more could and should be done through the family, the school, the church and youth organisations to awaken an early interest in citizenship responsibilities which in turn may bring out latent leadership qualities.....The leadership role of the citizen may vary depending upon the extent to which government assumes responsibility for social welfare. His task may be in supplementing and assisting government programs or pioneering in areas of unmet needs. The experience in countries in which the state is playing an increasingly large role in welfare has been that far from discouraging citizenship participation, the result has been to increase the numbers and activities of voluntary leaders.....

Since so many final decisions on social policy are taken in all countries by elected representatives who probably have no special knowledge or experience in the field of social welfare, there is an obligation on citizen groups to see that adequate information is available to them not only on urgent social needs but also on practical solutions.....

With special reference to the leadership responsibility of the social worker, the Commission noted as a result of its deliberations that

The role of social welfare workers at all levels, whether educated professionally or on the job, was seen as very important in developing social policy. As mentioned in the pre-conference working paper they are the people who have first hand the knowledge of how present social policy is working and what are the unmet needs. They have responsibility for insuring that this information is made available so that those who determine policy and control finances are aware of realities and possible alternative solutions.....While individual leadership can never be dispensed with, the group recognised the usefulness of a combined approach which has become a pattern in some countries for social planning at both local and national level. These are often referred to as welfare councils. They have the advantage of bringing together representatives of many groups in the community as well as elected representatives of various levels of government whose combined views may have greater weight than would those of the individual group.

III. Problems of Growth and Change in Population Structure.

Among the high priority social problems needing urgent attention, the pre-conference working party emphasized that "the most general of these problems is probably the problem of population caused by a rapidly increasing number of people the world over, as well as by changing population structures.....More people need more food and clothing, more housing and services, they need more jobs and opportunities for creative activity. To provide for these needs by the mobilization of new resources and by a system of distribution permitting all human beings minimum conditions of human fulfillment is probably the paramount social problem of humanity." In speaking of the "prevailing oversupply of labour," Myrdal stated:

.....We cannot afford to fail to look also on the problem of what an underdeveloped country can do in order to decrease the supply of labour, or rather to decrease the constant increase of labour which

ensues as a consequence of the rapid and accelerating increase of population.....A serious attack on the population problems, making the spreading of birth control a central part of social policy, is a paramount social need in underdeveloped countries.....In the western countries birth control had to spread as a sort of "private enterprise," almost as a subversive activity. It had against it the powerful forces of organized society: the law, the church, the medical profession, the press and the whole educational structure. It is a very different situation if birth control could have the backing of organized society and be promoted as a social reform by a nation-wide campaign, reaching out in all villages, attempting to spread to the impoverished masses the idea of birth control and giving them the rational motivation for birth control.

In reporting the results of its deliberations, Commission III stated as follows:

The Commission took note of the fact that the world population is today nearing 2,700 million, that more than half of it inhabits the over-populated continent of Asia, and that the natural increase adds 30 to 32 million people annually to the world's vast population.

The Commission noted other outstanding factors leading to changes in the demographic structure of many countries: "the substantial exodus of young persons and adults from the rural areas to urban and industrial centers," and an increase in the number of unattached individuals, disruption of the stability of family life leading to a striking disparity of sex ratios creating "explosive or unhealthy emotional situations." One pressing problem is that of refugees whose number in the world today equals the total population of France.

Along with measures to reduce the tensions arising from instability in the international political situation, it was recommended that joint efforts of local, state and central bodies be directed towards alleviating distress--both present and foreseeable--resulting from demographic upheavals. It was found that, in a dynamic society, cooperation is needed between social workers, social scientists, planners and administrators using the skills of social engineering to undertake positive preventive measures and to make long term provisions for meeting social, economic and cultural needs.

The ICSW and the National Committees, along with individual social workers and social scientists at the local level, have responsibility for explaining the significance of demographic changes, the social needs to the attention of the authorities and of the community at large.

IV. Community Development as a Means to Mobilize Resources.

In introducing the subject for Commission IV, the pre-conference working party stated as follows:

Communities all over the world have always sought ways of improving their own social and economic conditions. During the last decade the newly independent countries of the world have had to face the question of how they could accelerate the process of rounded, wholesome growth in their primarily rural communities. These communities lacked not only the material resources but also the

technical "know-how" required to obtain better crop yields and better social work services. The community development movement seemed to demonstrate a method by which communities could be helped to organize themselves to utilize their own resources, and simultaneously to benefit from the supply of services and materials made available by national governments and international agencies. This approach recognized the need for outside aid as well as the urgent necessity of developing in rural communities self-reliance in meeting their own needs.....Though community development has consciously been used on a large scale only in the less developed rural communities of the world, it appears to have potentialities of application in other types of communities.

Commission IV discussed community development as a means to mobilize resources and noted:

The essence of community development lies in a relationship between an external agent who acts as a catalyst and the local community. The meaning of such a relationship comes from a mutual recognition both by the agent and by the community of the catalytic role and responsibility in the community development process. This conscious recognition, not its methods or techniques, strikes the keynote in community development.....

Social work and social workers have a special contribution to make in community development. Social Work has interpreted, in terms of practice, knowledge from the social and biological sciences. In addition, it has a body of attitudes, methods and techniques in helping individuals groups and communities to help themselves. This body of attitudes, knowledge and skills must be made more readily accessible to all persons engaged in community development. Despite this possibility, social work and social workers have not been effectively involved in community development programmes. This may have resulted from a lack of clarity and conviction on the part of social workers themselves to clearly articulate their role. Until they can do this, community development officials can hardly be expected to make maximum use of social work and social workers.

Closely related to this problem are certain limitations in the history and nature of long established schools of social work with their heavy emphasis on the individual. In recent years, such schools of social work have tried to meet the new requirements by broadening their curriculum content, field work and research to include community development. These changes are rather slow in general application.

The Commission pointed to the need for establishing a relationship with a new kind of multi-purpose worker at the community level. It was noted also that:

A survey of programmes indicates that, even in highly developed economies, situations may arise which call for the application of the community development approach. Illustrative of this are some re-development and conservation programmes in urban areas and in larger scale re-settlement schemes in countries undergoing a critical population shift.

The implications for the training of personnel were summarized under two headings:

1. A supplementary training of all members of the community development team within the normal curriculum of the profession, and
2. A joint training of all members of the team in community development, either through pre-service or in-service training courses.....

Community development was seen as a "kind of social invention to mobilize resources for meeting social needs. It is development which holds great promise for human welfare and progress. As it is subjected more and more to analysis and study, as was done in this Conference, more of its possibilities are unfolded, opening up new and wider horizons of living." In India, Mr. P. P. Agarwal reported, "The movement has opened up for the teeming millions a new vista of hope and endeavour on the basis of self-help and created in them confidence which flows from the results achieved largely from their own efforts assisted by governmental agencies."

V. Foreign Aid as a Means of Increasing Resources to Meet Social Needs.

Nowhere in the reports of the various Commissions was there found reference to foreign aid as a means of increasing resources to meet social needs. Although one of the fifteen study groups devoted itself to the subject of "Mobilizing financial resources to meet the costs of" as this article went to press. Gunnar Myrdal alluded to the role of foreign aid in his main address when he said,

I have at other occasions given the reasons why I think that aid should be given an international institutional setting instead of a bilateral one, and why this probably is a precondition for increasing aid to underdeveloped countries to a level where it becomes of greater importance. But internationalizing foreign aid can not be done -- except to an almost merely symbolic extent -- if the burden is not more equally distributed among the rich countries. Neither on this point do I see reasons to be entirely defeatist. We should recall that prior to the Second World War the very idea of a sort of international taxation for aid to the needy would have appeared absurd to most people.

Personally, I would like to see a clear priority system applied to international aid in favour of the social needs of the underdeveloped countries. Available surpluses of food should systematically be distributed to the nations where people now are undernourished. For a transitional period we should even be prepared to welcome and preserve the surplus production in some of the richer countries in order to be in the position to liquidate that cruel and irrational limitation for economic development in many underdeveloped countries which consists in their well-founded fear that increased incomes will turn towards increased consumption of non-existent food..... If they were relieved from the anxiety of not having enough food, and if levels of education and health could be raised as fast as their administrative resources permitted, without financial limitations, then and then only could the industrialization problem be tackled with real zeal.

To this I would only add the reminder that even more important than aid are the policies of the rich countries in the field of trade and capital movements.

It is to be hoped that early consideration will be given to two of the roles for ICSW as listed by the pre-conference working party which did not receive adequate attention at this Ninth ICSW:

What role can the ICSW play in achieving the objectives outlined?

- A. Work for an intensified awareness of, and a deepened concern for, the well-being of people everywhere in the world and a more vigorous determination to devote our efforts personally and professionally and as citizens to achieve the objectives of the Declaration of Human Rights.
- B. Draw the attention of social workers everywhere and of world public opinion to the problems and the need for their solution. It is our hope that the Conference will provide a penetrating insight into the ever-widening gap in the living conditions, both economic and social, between the more developed and less developed countries and regions of the world. It should be considered as one of the major functions of this Conference to awaken, stimulate and strengthen an active sense of genuine concern among peoples and nations which would lead to strengthen international activities.

INTERNATIONAL STUDY CONFERENCE ON CHILD WELFARE

In his keynote address to the International Study Conference on Child Welfare, Dr. J.F. Bulsara, formerly the UN Social Welfare Representative in the Far East and a citizen of India, dealt with the conference theme of "The Child in the Family." He noted that the main objective of the organisers of the Conference was "to afford intelligent guidance to the voluntary and statutory agencies concerned, and the general public to devise practical ways and means of 'helping the human family to understand and meet the physical, mental, emotional and social needs of the child.'" As in the ICSW, the demographic problem came to the fore. In Dr. Dulsara's words,

A phenomenon which must have been noticed by most of you is that, unlike Europe and North America, in Asian countries more children are born per family. As against 21 to 27 percent of the population being made up of children under 15 years of age in countries such as England or Italy, they make up 38 to 41 percent of the population of countries such as India, Japan or Burma. There is far more voluntary family planning and demographic control in highly industrialized countries than in agricultural societies.

Side by side with these.....phenomena, we also noticed that the birth rates in the West European and North American Countries are much lower than in almost all the Asian countries. They are between 17 to 25 per thousand population in the Western countries as against 25 to 45 in Asian countries. One concurrent consequence of the high birth rate and low economic development and therefore low standards of living has been high death and infant mortality rates in Asian countries.

Ladies and Gentlemen, if we are realists or claim to be practical social workers and efficient administrators, we will have to admit that the first essential of any good child welfare programme in any Asian country is to give thoughtful consideration to the full implications of the demographic problem....Those who ignore the vital demographic problem cannot be supposed to be helping the child or solving the family handicaps; they would be only adding to them. Wherever in Asia there is a monthly income of \$20 or less per family of father, mother and two children, there is necessity of family planning until the family income could be increased....

In any case it would be conceded that it is nobody's intention, and least of all of parents, that children should die in large numbers in the very first year of their existence, because they are unable to feed, clothe and shelter them adequately. Nor can one advocate an unlimited population when the State is not in a position to provide for the children the required minimum health service, educational facilities and social amenities. Having had some experience of conditions in large parts of rural and urban Asia, I am convinced that the major plank of child welfare programmes in Asian countries is to take specific care not to add to the highly vulnerable population of Asia....to include measures of discreet family planning in every case which needs it, to spread the necessary knowledge and facilities in urban and rural areas, and to educate the masses to appreciate the importance of optimum physical, mental and moral health and nurture of their children.

Dr. Balsara saw as the greatest task in Asian child welfare the education of rural and urban families into "the acceptance of what have been found to be correct practices, and avoidance of what have been definitely proved with the help of experiments, long-standing practice and experience and scientifically tested knowledge, to be superstitious or harmful beliefs, behaviour and practice." He advocated the establishment of pilot projects with broad backing in one or more under-developed regions on a three, five or seven year basis to provide comprehensive programmes of child and family welfare "with regard to all the related subjects of nutrition, hygiene, mental health, recreation, education and planning facilities for the employment of youth. In Dr. Balsara's opinion,

In the framing both of national schemes and international pilot projects for comprehensive child welfare, planners will have to attend to some fundamentals and be very clear and specific about them. They will have to plan on the understanding that the family atmosphere; and that three agencies, viz. the family, community and school exert some of the most potent influences in the formation of the child.....This means that the planners or organizers concerned have to educate the parents and teachers, more particularly, and the community in a general way with regard to the care, upbringing, nurture and treatment of the child.

Reports of the Study Groups.

Education for Parenthood -- Group I, which studied the child, the family and the community, reached the conclusion that education for parenthood was needed in countries at all levels of development. It was noted that,

Living a family life of harmony and understanding between husband and wife, preparing for the birth and nurture of children, and contributing their share to social enrichment as the basic unit of society, require training, and more so in the complex, rapidly changing social milieu in which all families live today. It is therefore thought absolutely essential that young persons of both sexes receive specific education in these subjects at a proper stage of their lives. This may be imparted in the higher standards of the educational institutions of the country as well as through special classes for unmarried adults, engaged couples and expectant parents.

Services for the handicapped -- Another of Group I's recommendations was that

For treating the social ills and problems requiring professional technical knowledge, appropriate professional services will have to be provided by the local and central authorities.....The problems of variously handicapped persons have grown to such magnitude in some of the underdeveloped countries of the world that they would defy easy or early solution. Vast resources may be needed to tackle them and these may not be immediately forthcoming. Such countries therefore need to strike a balance on the setting up of curative and preventive services, so that they may be able to achieve fruitful results within a generation or so. The problem of the existing handicapped persons has to be looked at from a proper perspective as a long-range problem. But it also needs to be seen to that the numbers of handicapped do not go on increasing.

Thus protective and preventive services will play a more vital role in the countries with poorer economies until their resources grow. Diagnostic domiciliary services and the widespread education of the people in the causative factors of physical handicaps and social malaise may go a great way towards bringing the difficult problem of the handicapped persons nearer solution.

Pilot Projects and Biennial National Reporting -- It was noted that extensive resources and the pooling of wide experience are required in any pilot projects undertaking to re-orient the educational system to subserve the manifold needs of children. It was recommended therefore that, the preparation of effective audio-visual material for mass communication and the production of suitable literature should be done by way of one or two pilot projects on a regional basis.

This could be attempted through the cooperation of various international agencies and foundations including the Social Affairs Bureau of the United Nations, the United Nations Children's Fund, the specialized agencies of the U. N., and the International Union for Child Welfare, and the cooperation of national governments and voluntary agencies. The publication of a biennial report on the outstanding implementation of child welfare programmes in various countries of the world may also render very useful services which would be greatly appreciated by the statutory and voluntary agencies working in the field of child welfare all over the world.

Implementation of the Declaration of the Rights of the Child -- In planning child welfare services, it was recognized by Group II that it is now universally acknowledged that "the best environment for the child is the family and therefore the community is the best ultimate centre for consistent child welfare work." If child welfare services are initiated by stimuli from international agencies, or as part of a government plan, countries must recognize that planning must be in two phases:

The first: to set up the machinery. Then, once it is set up, the ability to modify that machinery or replace it with one that brings the focus of work and planning from the bottom up rather than from the top down.....There is a great need to adapt the programmes to the changing needs of the people. The institutions and organizations that are outmoded should be reorganised and every care should be taken to see that they keep pace with actual and theoretical conditions.

The Right of the Child to be Protected from the Harmful Effect of Radiation. -- Thirty-five years ago a Declaration of the Rights of the Child was adopted at Geneva. In the Universal Declaration of the Rights of the Child which still is under discussion in the U.N. Human Rights Commission it was recommended by the study group that mention be made of the right of children to be protected from the harmful effect of radiation.

Family Welfare and Maternal and Child Health Activities. -- Study Group III heard speakers who dealt with the importance of nutrition and feeding habits. There were references by several delegates to the difficulties found in propagating new ideas in backward areas, because of economic poverty and "social backwardness and where the women especially had become accustomed to overwork and under-nourishment, which had a very detrimental effect on their health." The group felt,

that it was essential for maternal and child health activities to be very closely related to the local situation. This might sound obvious but it was not always done. In giving guidance as to children's diet, for example, it was also necessary to demonstrate how protein foods or fresh vegetables could be grown or obtained.

In this connection, it was vital that doctors, nurses, health visitors, midwives and other personnel should receive social education. The Group agreed that, where trained personnel were lacking, it would be more effective to train workers who could combine the work of health nurse, midwife and social worker, i.e. a "polyvalent" worker; over-specialization should be avoided in rural areas.....

Whereas the prevention of accidents in schools, on roads, drowning, etc. was receiving some attention, comparatively little public interest was being aroused in home accidents, although a large proportion of accidents occurred in the home.....The group felt that it was the responsibility of the authorities to provide safe playgrounds and to remove danger spots.



Protection of Children Who Need Special Care. -- Mentally and Physically Handicapped. -- To be discovered and then to be provided with appropriate services were the most urgent needs of handicapped children, according to the findings of Group IV. In the special education of mentally retarded children in Japan, the core had been found to lie in helping the children learn how to live and build a "personality acceptable to people in the society rather than in teaching them how to read and write. One important aspect of the education for mentally retarded children is the education of their parents."

Delinquency Control. -- Group IV made the following suggestions regarding delinquency:

Apart from raising the general economic standards of the population, and giving adequate attention to under-privileged groups, social welfare measures particularly for children migrating into cities from rural areas;

The removal of influence of undesirable gangs or individuals;

The arousing of a community consciousness in the group through formation of Community Delinquency Prevention Courts, or Community Councils, and Adjustment Bureaux;

The provision of agencies such as social settlements, playgrounds and other recreational facilities;

Educational measures aiming at the character building for children;

In addition to the above, the following psychological and psychiatric or mental health measures are necessary, including family casework service:

1. Cultural, social, educational and mental health measures for the promotion of emotional maturity of parents; parental education in the principles of child up-bringing and in regard to healthy and desirable attitudes towards children.
2. Mental hygiene and social welfare measures in respect of temporary or permanent breakdown of family life leading to separation of children and especially infants and young children below the age of 3 or 4 from their mothers.
3. Instruction to mothers at ante-natal and post-natal clinics in regard to child up-bring and in regard to desirable attitudes towards infants and children. Instructions to mothers at creches, day nurseries and the like.
4. Education of pre-primary, primary and secondary school teachers in healthy teacher-child relationships and principles of child up-bringing.
5. Provision of attendance or truancy officers.
6. Provision of visiting teachers and school counsellors for the screening of all children for the early detection of potential delinquent children.
7. Provision of child guidance clinics.
8. Provision of mental hygiene clinics.

9. Establishment of an administrative department in the Social Welfare or other Ministries in the nature of a Directorate of Correctional Work, or a Directorate of Mental Hygiene for planning and organising study and research in the prevention of delinquency and for the execution of various mental hygiene and social welfare measures needed for the programmes of delinquency prevention and control, including the training of an adequate number and quality of personnel.

Children and Parents in Incomplete Families or in Broken or Destitute Families -- In Group IV's discussion of this problem it was apparent that attitudes to unmarried mothers in particular, and to women alone with children in general, ranged widely from sympathetic help to complete rejection. It was recommended that the following assistance should be rendered to this group of women and children:

1. Financial assistance to mothers to assist them in the proper care of themselves and the children at home whilst there are very young children in the family, as it is vital that the child should not be separated from the mother in the early stages of his life.
2. Provision of day nurseries and kindergartens to permit these women, in suitable cases, to undertake full or part-time work.
3. By making available a suitable male person to undertake in part the father's role, as it is recognized that children require the influence of a father-figure if they are to develop normally. This could be provided by a relative, or if none is available, a selected caseworker.
4. The provision of legal process which would enable unmarried mothers and deserted wives to enforce payment of sufficient money for the maintenance of the child or children against deserting and putative fathers.
5. A suitable counselling service for this group of women to assist them with problems of budgeting, child care and other such problems which might arise from time to time.
6. To provide adequate and suitable marriage guidance services and counsellors in an endeavour to prevent divorce and desertion.

Child Welfare Institutions and Foster Parents as Substitutes for the Child's Own Family -- Group V offered the following conclusions as ultimate goals in child welfare in any country, but recognized that the time and degree of their implementation in a particular country would depend upon the culture, the traditions, and the economic and social conditions in that country:

1. In countries where people are living under normal conditions, institutions and foster homes should be used as substitute homes for children only if, and only for as long as, the child cannot stay in his own home;
2. The objectives of institutions and foster homes caring for children should be to return each child to his own family, if possible, and to prepare him for normal living in his particular culture. To achieve these goals, institutions and foster homes should work with the family and the community, as well as with

child a foster family is preferable to an institution.

4. Child-care institutions, agencies, and foster homes in every country should be clear as to their individual intake philosophies, programmes, standards and goals. Moreover, they should have a definite, progressive programme for training their individual staff.
5. In addition, child care institutions, agencies and foster homes in every country should strive to realize the following activities:
 - (a) an after-care programme which would follow up children after they leave care and offer them help and guidance as necessary;
 - (b) co-ordinated inter-disciplinary services, incorporating the active participation of psychologists and psychiatrists and including the schools and the families of the children;
 - (c) a research programme with the objectives of evaluating the services offered and of assessing the changing needs in the culture, such research to lead to desirable changes in the philosophy of the agency and the services offered.
6. Both public and private agencies and institutions are necessary and desirable. Private institutions should be flexible and free to pioneer, but this function should be entrusted to them by the government. If private agencies do not exist or do not fulfill the pioneer or experimental role, the government must fulfill this role. Private institutions should report periodically to the government and should be supervised by the government to see that they meet minimum standards and work for the good of the children, the family and the state.
7. All child-care institutions, foster homes, and child welfare programmes should be supervised by the government or by a responsible agent to whom the government entrusts this function. However, government supervisors and inspectors should be properly trained and qualified in the field of child welfare.
8. Foster homes and children institutions should supplement each other rather than compete with each other. Foster homes and institutions should exchange information and experience and should work together on the basis of sound joint philosophy. Depending on the individual needs of each child, some children who cannot live in their own homes should be placed in foster homes; others should be placed in institutions. Ideally, before a child is placed in either a foster home or an institution, he should be received into a central reception center for short-term care, leading to proper placement or return to his own home, such center to give consideration to the emotional needs of the individual child in transition from his own family to substitute care.
9. In every country, on the national and local levels, there should be a central council consisting of representatives of all existing child welfare services, for the purpose of exchange of ideas and experiences and for joint planning and co-ordination of services.
10. Institutions caring for children should not be isolated from the community, but should maintain strong ties with the community and the child's own family. Moreover, insofar as it is emotionally and financially able, the child's own family should participate in the financial care of the child in the institution and in the therapeutic plan of the institution.
11. The placement of a particular child in a particular foster home should be based on the needs of the child. Foster parents should be motivated by a desire to help the child rather than by a desire only to make money or to use the child as a labourer.

12. Adoption and foster home care are separate and distinct ideas and should not be confused with each other. A child should be placed in a foster home with the objective of returning him to his own family if and when that is possible. Care should be taken that children in foster and adoptive homes are clear as to their family identity.
13. The problems of youth in the world today probably cannot be met by families and foster homes alone. Often teen-agers need institutional placement or group experiences to help them solve their problems, rather than individual foster home placement. The group realizes that its discussion centered on children rather than on youth and believes that the unique and pressing problems of teen-agers in the world today are a subject for so separate, deep study which, although extremely timely and urgent, was not attempted by this group.
14. Institutional care for mildly mentally retarded children should be avoided as much as possible. By improving services to the parents of these children, so that the child can remain in his own home and participate in normal community living.
15. Institutions, agencies, and foster homes caring for children should be especially alert to areas of tension and change in society; in times of upheaval or rapid change, child welfare philosophy should reflect the present and future needs of children and youth and the goals of the society at that particular time.
16. The government of every country should offer income maintenance to economically deprived families, to the end that more children be kept in their own homes rather than placed in substitute care.
17. In a given community or geographical area, foster-home finding should ideally be carried on by a central agency recognized by the government and co-operating with all existing child welfare services.
18. In general in an institution a small family-like cottage is preferable to a large dormitory-style unit.

Recommendations to the International Union for Child Welfare --

Group V recommended that:

1. The IUCW should implement on an international, or, even preferably, on a regional level, exchange of ideas arising from experience of child care institutions and foster homes.
2. The IUCW should provide experts in the child welfare field who, upon invitation of countries desiring expert advice, would go to those countries and offer assistance for a period of not less than two years, such help to be geared to the needs and culture of the inviting country.
3. The IUCW should approach appropriate foundations for funds to implement these programmes and should enlist the help of UN agencies in carrying them out.
4. The Executive Board of the IUCW should make a comprehensive study of the whole field of international adoptions, and the problems of children of deserting soldier-fathers in every country, and should bring recommendations to the IUCW as to what should be done in these areas.

Conclusion--- The mutual concern of both the Child Welfare Conference and the International Conference of Social Work with the mobilization of resources to meet human need was underscored by Dr. Bulsara as follows:

Nations are today spending nearly half of their revenues on armies and armaments. About one-fourth of the revenue they are spending on the maintenance of prisons and police. And yet, over more than half the globe, they are nowhere in sight of the solution of the problems of poverty, nutrition, elementary health and harmonious human relationships. If we would like to provide for our young generation social security and social harmony on a global scale, we will have to be more rational and thoughtful in the application of our resources to constructive purpose.

NINTH INTERNATIONAL CONGRESS OF SCHOOLS OF SOCIAL WORK

The Ninth International Congress of Schools of Social Work was attended by delegates of eleven countries among the 32 countries in which are located schools of social work belonging to the International Association of Schools of Social Work. Delegates were present also from Korea and Indonesia. Chairmanship over the sessions of the Congress was shared by Prof. Tatsuo Wakabayashi, President Japanese Association of Schools of Social Work, and Prof. Charles Hendry, Treasurer, International Association of Schools of Social Work.

In the general sessions of the Congress, delegates heard papers prepared by Dr. Helen R. Wright on "Similarities and Differences in Social Work Education as Seen in India and North America," by Miss Jean Robertson on "The Contribution of Social Work Education to the Preparation of Personnel for Staffing Senior Posts," and by Mr. M. S. Gore on "The Contribution of Social Work Education to the Preparation of Village Level Workers."

In her paper, Dean Wright dealt with problems which were related to: (a) the nature of the students accepted for training in India and in North America, (b) curriculum construction, (c) the teaching of social work methods -- casework, group work and community organization; and (d) field work. In closing her discussion, she asked,

If we examined the educational problems relating to preparation of social workers in other countries, should we not find many of the same ones that we found in these two? Should we not find many of the same educational goals, the same values on which social work education is founded? Should we not find in a broader scene, as we found here, that the basic theories of work with people, individually or in groups, developed in one country were applicable in all? But should we not find, too, that for the best use of that theory it needed to be re-stated in terms that related it to the culture of the country, emphasizing the principles that were most needed in dealing with that country's problems, and illustrating with incidents from that country? If these things are true, the implications are important. They underline the importance of social workers and social work educators getting together in international meetings such as these, to share our experience and our thinking. But equally they underline the importance of educators from each country finding solutions to these common

problems that are appropriate for their own country and of working to develop a literature that helps students see the theory as part of their culture.

Representatives of social work education in New Zealand, Austria and Japan participated in a discussion and presented commentaries on similarities and differences in social work education in their respective countries. A panel discussion took place on the subject of "International Exchange of Teachers and Students and the Use of Foreign Experts."

In view of the grave shortage of qualified personnel at all levels of operation in social welfare programmes and services in all countries, the three discussion groups devoted one session to the topic of "Preparation of Senior Personnel and Auxiliary Personnel." One session discussed "Similarities and Differences in the Organization and Content of Programmes of Social Work Education," and another "Similarities and Differences in Field Work and in Use of Case Records as Teaching Material." Mr. M. S. Gore was chosen as Vice President of the IASSW, and Prof. John Morgan as the Treasurer.

. ----

We are indebted to Missionary Lloyd Graham for this comprehensive report.

